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| STUDY PROGRAMME:  SOCIOLOGY | | |
| Level and Year[[1]](#footnote-1): UNDERGRADUATE, ALL | | |
| Course Title:  ENVIRONMENTAL SOCIOLOGY | | |
| Course Description:  This introductory course in environmental sociology explores the inherent relationship between human societies and their natural environments. This subdiscipline within sociology has been growing in importance over the past few decades, as there has been a raising awareness of the necessity of a better understanding of the social roots of ecological issues at both local and global levels and across different societies and cultures. This course offers students theoretical tools to understand as well as critically analyze and reflect on the sociological perspectives of contemporary environmental issues. As it is an introductory course, students are not required to have any prior knowledge in sociology or environmental science. The course will present key theoretical orientations and empirical research in a wide variety of topics related to environmental sociology: social causes and consequences of environmental degradation; environmental attitudes and behaviors; relationship between human treatment of nature and culture; relationship between society, nature and technology; globalization; biological and cultural diversity; sustainable development; the approach of different societies, cultures and religions to the environment; environmental inequality and justice; environmental management; environmental social movements; sustainable development; deep ecology; bioethics; environmental ethics; and environmental education. Students will gain a deeper understanding of key concepts in environmental sociology and develop critical thinking of existing theoretical and empirical contributions, which will provide a foundation for the construction of their own environmental outlooks, in particular regarding contemporary environmental issues in their own societies. | | |
| Semester[[2]](#footnote-2): winter | | |
| Lecturer(s)/Teacher(s):  Asst. Prof. Tijana Trako Poljak | | |
| Teaching Language (regular)[[3]](#footnote-3): Croatian | | |
| Teaching Methods (regular):[[4]](#footnote-4) lectures + seminars | | |
| Teaching: | Weekly (hours) | Semester (hours) |
| Lectures: | 2 | 30 |
| Exercises: |  |  |
| Seminars: | 2 | 30 |
| ECTS: 6 | | |
| Teaching language and level[[5]](#footnote-5) for guest (exchange) students:  English, advanced (B2) | | |
| Teaching Methods[[6]](#footnote-6) for guest (exchange) students:  Readings, essays, oral examination (L1) | | |
| Evaluation Methods[[7]](#footnote-7) and Grading[[8]](#footnote-8): essays, oral examination, grades 1-5 | | |
| Learning Outcomes:  At the completion of this course students will be able to:  1. define and describe key conepts and theoretical approaches in environmental sociology  2. apply their knowledge in environmental sociology concepts and theories to the analysis of specific examples  3. analyse key theoretical papers in environmental sociology by looking at social causes and environmental consequences of human actions in the natural environment  4. examine existing empirical research in environmental sociology | | |
| Literature:   1. Adam, B. (1995). *Timewatch.* Cambridge: Polity Press. 2. Adam, B. (2000). “Time and Environment”. In: Redclift, M./Woodgate, G. (ed.). *The International Handbook of Environmental Sociology.* pp. 169-178. 3. Armstrong, S. J./Botzler, R. G. (ed.). (1993). *Environmental Ethics. Divergence and Convergence*. USA: McGraw-Hill, Inc. (selection of texts) 4. Barnhill, D. L./Gottlieb, R. S. (2001). *Deep Ecology and World Religions*. Albany: State University New York Press. (selection of texts) 5. Barry, J. (1999). *Environment and Social Theory.* London/New York: Routledge. 6. Brennan, A./Lo, Y. S. (2010). *Understanding Environmental Philosophy.* Durham: Acumen. 7. Buttel, F. H. (2000). “Social Institutions and Environmental Change”. In: Redclift, M./Woodgate, G. *The International Handbook of Environmental Sociology*. pp. 40-54. 8. Carson, R. (2002). *Silent Spring.* Houghton Mifflin Company. 9. Desjardins, J. R. (1993). *Environmental Ethics.* California: Wadsworth Publishing Company. (selection of texts) 10. Eckersley, R. (1992). *Environmentalism and Political Theory: Toward an Ecocentric Approach.* London/New York: Routledge. pp. 7-26, 75-186. 11. Dunlap, R. E. (2000). “The Evolution of Environmental Sociology: A Brief History and Assessment of the American Experience”. In: Redclift, M./Woodgate, G. *The International Handbook of Environmental Sociology.* 12. Geus, M. de. (1999). *Ecological Utopias*. Utrecht: International Books. 13. Gottlieb, R. S. (ed.) (2006). *Religion and Ecology.* Oxford: Oxford University Press. 14. Hannigan, J. (2006). *Environmental Sociology.* London: Routledge. 15. Hardin, G. (1968). The Tragedy of the Commons. *Science*, 162 (3859): 1243-1248. 16. Katz, E. (1997). *Nature as Subject. Human Obligation and Natural Community.* Lanham, et al.: Rowan & Littlefield Publishers, Inc. 17. Light, A./De-Shalit, A. (ed.). (2003). *Moral and Political Reasoning in Environmental Practice.* Cambridge, MA/London: The MIT Press. 18. Redclift, M./Woodgate, G. (2000). *The International Handbook of Environmental Sociology.* Cheltenham, UK/Northampton, MA: Edward Elgar Publishing. 19. Rolston, H. (1988). *Environmental Ethics.* Philadelphia: Temple University Press. pp. 1-44, 192-289. 20. Rootes, Ch. A. (2000). “Environmental Movements and Green Parties in Western and Eastern Europe“. In: Redclift, M./Woodgate, G. *The International Handbook of Environmental Sociology.* pp. 319-348. | | |

BA, MA, PhD; 2nd year …

Winter, Summer, Academic Year

Teaching language according to the regular programme (e.g. Croatian, French, Slovenian…)

Direct instructions: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork; Other (specify)

According to CEFR (e.g. English B2, German C1…)

**Language options for guest (exchange) students):**

L1 - All teaching activities will be held in regular teaching language. However, guest (exchange) students will have the opportunity to attend additional consultations with the lecturer and teaching assistants in foreign language (indicated as teaching language for guest (exchange) students), to help master the course materials. Additionally, the lecturer will refer guest (exchange) students to the corresponding literature in foreign language, as well as give them the possibility of taking the associated exams in foreign language.

L2 - All teaching activities will be held in regular teaching language only.

Class attendance, Essay, Preliminary exam, Seminar paper, Practical work, Written exam, Oral Exam, Other (specify)

Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail)

Additional:

RA - Regular Attendance (No ECTS credits awarded for course attendance only)

C - Completed (Student has completed proscribed obligations/no ECTS credits awarded)

C+ – Completed + ECTS (Student has completed proscribed obligations + ECTS credits awarded)

1. BA, MA, PhD; 2nd year … [↑](#footnote-ref-1)
2. Winter, Summer, Academic Year [↑](#footnote-ref-2)
3. Teaching language according to the regular programme (e.g. Croatian, French, Slovenian…) [↑](#footnote-ref-3)
4. Direct instructions: teaching through lectures/seminars/exercises and teacher-led demonstrations in the classroom; Presentations; Classroom discussion; E-Learning (Omega, etc.); Fieldwork; Other (specify) [↑](#footnote-ref-4)
5. According to CEFR (e.g. English B2, German C1…) [↑](#footnote-ref-5)
6. **Language options for guest (exchange) students):**

   L1 - All teaching activities will be held in regular teaching language. However, guest (exchange) students will have the opportunity to attend additional consultations with the lecturer and teaching assistants in foreign language (indicated as teaching language for guest (exchange) students), to help master the course materials. Additionally, the lecturer will refer guest (exchange) students to the corresponding literature in foreign language, as well as give them the possibility of taking the associated exams in foreign language.

   L2 - All teaching activities will be held in regular teaching language only. [↑](#footnote-ref-6)
7. Class attendance, Essay, Preliminary exam, Seminar paper, Practical work, Written exam, Oral Exam, Other (specify) [↑](#footnote-ref-7)
8. Standard - the institutional grading system (5 Excellent; 4 Very good; 3 Good; 2 Sufficient; 1 Fail)

   Additional:

   RA - Regular Attendance (No ECTS credits awarded for course attendance only)

   C - Completed (Student has completed proscribed obligations/no ECTS credits awarded)

   C+ – Completed + ECTS (Student has completed proscribed obligations + ECTS credits awarded) [↑](#footnote-ref-8)